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ABSTRACT

The 7 newsletter issues presented here review the efforts of 10 Midwestern community colleges to achieve greater leadership diversity on their campuses. Called Beacon projects (or collectively, the Beacon Project) after the grant that provided the funding for these efforts, the projects described cover a wide range of approaches. Among them are the following: (1) the development of a directory of diversity-related resources compiled by Austin Community College (ACC); (2) the development of racial harassment policy at Front Range Community College (FRCC); (3) staff development efforts to enhance cultural sensitivity at Metro-Kansas City Community College; (4) a 10-site audio conference for Beacon program staff; (5) a workshop at MCC on sexual orientation; (6) a teleconference on leadership diversity; (7) establishment of a Diversity Contribution Award at FRCC; (8) a gender workshop at Kirkwood Community College; (9) a workshop on sexual harassment, cultural diversity, and affirmative action sponsored by Western Iowa Technical Community College; (10) a staff survey on diversity conducted by ACC; (11) adoption of a formal statement on diversity at Central Community College; (12) a Native American conference co-sponsored by Western Nebraska Community College; and (13) pre- and post-project surveys to assess the diversity "climate" or the 10 Beacon Project campuses. (PAA)

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GREAT PLAINS BEACON

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Great Plains Beacon Newsletters

Volume I, Numbers 1-4

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Volume 2, Numbers 1-3

Metropolitan Community College

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Metropolitan Community College
Omaha, Nebraska

Participating Colleges

Austin Community College
Austin, Texas

Central mmunity College
Grand Island, Nebraska

Front Range Community College
Westminster, Colorado

Hennepin Technical College
Plymouth, Minnesota

Kirkwood Community College
Cedar Rapids, Iowa

Madison Area Technical College
Madison, Wisconsin

Metropolitan Community College
Omaha, Nebraska

Metropolitan Community Colleges
Kansas City, Missouri

Western Iowa Technical Community College
Sioux City, Iowa

Western Nebraska Community College
Scottsbluff, Nebraska

Vol. I, No. 1 **Fall 1991**

Beacon Projects Underway

Projects conducted at 10 Midwest community colleges through the AACJC/Kellogg Beacon Grant to Metropolitan Community College have taken major steps toward achieving a variety of goals related to leadership diversity.

Launched just four months ago, the Beacon Grant has already made a significant impact by heightening sensitivity to diversity-related topics, increasing visibility for existing diversity programs, and bringing greater institutional vigor to new efforts.

Nearly 100 Beacon goals have been developed and approved at the 10 participating colleges. Goals include educating students about diverse cultures (Austin, Western Iowa), forming new, collaborative advisory groups or task forces (Front Range, Madison, Western Nebraska), developing unique approaches for staff development (Central, Kirkwood, Metro-Kansas City), and funding new positions devoted to multicultural or diversity issues (Hennepin, Metro-Omaha).

This issue of The Great Plains Beacon will outline some of the progress made to date.

Funded by the American Association of Community and Junior Colleges/W. K. Kellogg Foundation Beacon Colleges Initiative
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From the President: "Expand Your Vision"

(Editor's note: Comments by Metro President J. Richard Gilliland will be featured in The Great Plains Beacon. His first article focuses on the benefits and possibilities already manifested by participation in the Beacon grant.)

The basic objectives our Beacon College project seem rather optimistic; however, I think we will undoubtedly exceed even these ambitious goals. This project enables us to start important dialogues which should encourage each of us to develop expanded and more formalized diversity programs that are meaningful and useful to our campuses.

We have already begun to benefit from the interdependencies that result from networking; we are learning and sharing our individual projects with each other and gaining valuable insight through sharing. Our projects serve as important springboards for looking at additional ideas that individually we probably would not have thought of on our own.

As we expand our vision of celebrating diversity, I would encourage us all to think deeply about how valuable our richness and our differences truly are for the future of our country. I also hope we will think about the major significance of community colleges in critical diversity issues throughout the economic and social systems in this country.

As we contemplate the magnitude of our possibilities, I encourage all of us to remember that diversity is not limited to gender and ethnic differences. It should also take into account 45,000,000 physically challenged Americans, approximately 25,000,000 Americans who manifest differences of sexual preference, many millions who have highly divergent personality differences, differences in social expectation and age, and the many, many other forms of pluralism that constitute our people.

J. Richard Gilliland, President
Metropolitan Community College

Austin Completing Pluralism Directory

Austin Community College is in the process of compiling a directory which will list diversity-related resources and activities available to students.

According to Project Coordinator Exalton Delco, the Beacon Committee at Austin sponsored a campus-wide workshop in September and invited all staff involved in services or programs dealing with pluralism. Participants wrote outlines of their areas of responsibility which will be collated and distributed to staff and students. Delco feels the final product will be particularly useful to international students as they locate needed services.

The Beacon Committee collected a display of flags representing the home countries of Austin's many international students. Several other activities will increase the visibility of multiculturalism at Austin.

Central Creates Multi-Campus Beacon Structure

While several colleges have established task forces, the Beacon leadership at Central Community College has taken an unusual approach in its scope and composition.

With three main campuses spread out over a large geographic area, Central established separate but linked diversity task forces on each campus. Coordinator Vikki Jaegger reports that each campus is delving into different aspects: one campus is looking at ageism, gender, legal and racial issues; a second is focusing on multicultural topics; the third will conduct projects related to gender and persons with special needs.

Task force leaders represent diverse segments of Central's staff: classified staff, faculty and administration. Jaegger said she works with the lead persons from each task force but that the

individual committees will determine what resources exist at their campuses and what activities are most appropriate.

Central brought Metro President J. Richard Gilliland to its three campuses in early October for talks on valuing diversity.

Front Range To Draft Racial Harassment Policy

In late September the Pluralism office at Front Range Community College held a workshop on racial harmony as a precursor to one of its Beacon goals — the development of a racial harassment policy.

College Coordinator John Chin reports that the Pluralism office also plans a cultural diversity seminar in early October. One purpose will be to examine how cultural diversity can affect college curriculum.

Front Range plans to form an advisory committee composed of community and business leaders which will advise the College, the Office of Institutional Diversity and the Pluralism Council on community and business agendas for diversity.

Hennepin Adds Diversity Staff Position

One of the first goals identified for Hennepin Technical College was approval of a new full-time staff position related to diversity. Beacon Coordinator Sharon Grossbach reports that the position was approved this summer and a coordinator will be hired who will be responsible for managing diversity at the College.

According to Grossbach, the position at Hennepin will go beyond affirmative action and deal with more complex and creative issues involving diversity. A consultant will be brought in to help Hennepin develop a job description and search procedures.

Grossbach will also be working in the months ahead to incorporate Beacon goals into the master plan at Hennepin and to establish guidelines for membership on College committees to ensure gender and ethnic balance.

Kirkwood To Focus on International Students

Beacon projects at Kirkwood will focus on international students, staff development and possibly community education.

Coordinator Lois Nanke reports that Kirkwood has a significant population of international students and that the Beacon project will work to increase academic and career counseling as well as involvement in special interest clubs for students from other counties.

Kirkwood will also offer a series of inservices on multicultural topics, which will be conducted by staff from India, Greece and South Africa. The sessions will be called "Learn Over Lunch."

Nanke stated that South Korea and Germany are opening new plants in the area and significant new groups of workers are moving to Cedar Rapids as a result. Nanke hopes the Beacon project can delve into community education to offer sessions for the community on multicultural and changing workforce issues.

Beacon Implementing Commission Report at Madison

Madison Area Technical College is developing a comprehensive plan to improve minority participation in its district.

Coordinator Debbie Newsome reports that a district planning committee has been formed to address the recommendations of a governor's commission on Minority Participation in Vocational-Technical Education. The committee includes

administrators, faculty, support staff, students and community members.

Newsome stated that as part of a re-organization plan for Instructional Services at Madison, six administrative deans have been appointed, two of them female. Newsome plans to continue to focus on implementing strategies to recruit and hire instructional staff from under-represented populations.

Metro-KC Targets Staff Development

The Metropolitan Community Colleges (Kansas City) hopes to expand its "Harmony in a World of Difference" program to selected classes as part of its involvement in the Beacon Grant.

A combination of sensitivity training and education about different cultures, "Harmony in a World of Difference" was presented to all Beacon coordinators in June at a planning forum hosted by Metropolitan Community College in Omaha.

Metro-Kansas City plans to focus on staff development and personnel practices for the Beacon grant. On October 25 Metro will offer an inservice on "The Diverse Team," which will target the improvement of personal performance and effectiveness in a multicultural organization. Beacon Coordinator Chris Butler states that participants will analyze their own appreciation of cultural differences and similarities as part of the workshop. Understanding various cultures represented in the group is a workshop goal, she explained.

Metro-Omaha Adds Intercultural Coordinator

Metropolitan Community College (Omaha) has created a new position at the College — Coordinator of International and Intercultural Education.

Responsibilities include providing students, staff and community members with courses, programs, staff development, cultural activities and a resource center to provide an atmosphere that promotes cultural diversity and international education.

Metro recently named Lynn Smith, Instructional Resources secretary, as coordinator of Beacon projects at the College. She reports that goals include incorporating multicultural issues into the curriculum, incorporating statements about valuing diversity into Metro's role and mission statement, and continuing to offer cultural activities related to multiculturalism.

Metro and its Center for Business and Industry will offer a seminar **November 21** on "Challenges of Diversity: Leadership and Commitment," co-sponsored by the American Society for Training and Development (ASTD). Geared to area business leaders, the day-long workshop will feature Vapordeal Sanders, formerly of 3M Corporation and currently a consultant on workplace diversity issues.

Western Iowa Plans Year of Ethnic Celebrations

Cooperation is the theme at Western Iowa Technical Community College, which is working with area colleges to help international students feel at home in Sioux City.

Beacon Coordinator Larry Bolanos states that Western Iowa sponsored a September luncheon with two area colleges — Morningside and Briar Cliff — to welcome students from Mexico, Brazil, Thailand, Japan and Hong Kong.

Bolanos is also organizing a comprehensive series of ethnic heritage celebrations through the Beacon grant. Activities will include displays, guest speakers and special ethnic foods available in the cafeteria. Celebrations will salute the heritage of Hispanics, Native Americans, African Americans, and Asian Americans. Bolanos is also planning activities to salute Women's History Month.

Bolanos is working with Western Iowa's Affirmative Action committee, which is actively recruiting women and persons from under-represented groups for faculty positions.

Western Nebraska Asking Critical Questions

Philosophical questions posed by increasing diversity on Western Nebraska Community College campuses are being explored by a task force formed by Beacon Coordinator Deborah Hecht.

Comprising college personnel, students and community representatives, the task force will explore concerns of local minority populations.

Hecht also plans to work with Western's faculty development coordinator to design workshops aimed at sensitizing staff to cultural diversity in the classroom. Issues will include learning styles, teaching strategies, and multicultural curriculum.

A mini-workshop planned for members of the Western's Board of Governors will explain new practices for increasing diversity among the staff.

Beacon Project Directors Confer in Oregon

Most of the 18 Beacon College projects throughout the United States were represented at a Beacon Mid-Term Evaluation conference in July in Salem, Ore. in which new project directors conferred with those who had been managing Beacon projects for a full year.

Hosted by Retired AACJC President Dale Parnell and Chemeketa Community College, the project directors meeting featured a panel discussion with several members of the Commission on the Future of Community Colleges, which wrote the landmark 1988 "Building Communities" report, which formed the philosophical basis for the Beacon Colleges Initiative.

The conference drove home the relevance of the Futures Commission report to Beacon projects and enabled project directors to relate success stories and barriers they have encountered. A suggestion to all Beacon coordinators which came out of the conference is the importance of sharing information about the Beacon grant regularly, throughout all levels of each participating college. The projects that had the greatest success seemed to have a high visibility on campus, and were well-supported and understood by presidents, faculty, administrators and Board members alike.

A key quote in the Building Communities report is the following: "The term community should be defined not only as a region to be served, but also as a climate to be created." Many diversity projects tie directly to institutional climate and this quote seems to help new audiences understand why community colleges are so interested in pluralism.

Audio Conference Set for November 15

Participants in Metro's Beacon grant will take part in an audio conference on **Friday, November 15,** from 10:30 a.m. to 12:00 noon. The purpose of the conference is to review progress to date and to discuss successes, problems or concerns.

Those participating may invite anyone from their respective institutions to listen in on this 10-way phone conversation. Details will be provided to college coordinators. For more information call Project Director Mary-Margaret Simpson at (913) 749-5283.

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New Resources

Several new sources related to leadership diversity have been added to the Clearinghouse for Exemplary Practices in Leadership Diversity at Metropolitan Community College. Call the Beacon Project Director at (913) 749-5283 for more information.

Angle, Dan and Barrera, Adriana, eds., ***Rekindling Minority Enrollment and Growth: New Directions for Community Colleges*** (CC #74), San Francisco:Jossey-Bass Inc., 1991.

This sourcebook brings together recent studies and successful programs community colleges can use to recruit, retain, and better serve minority students. Angel is President at Austin Community College; Barrera is assistant to the President at Austin. Austin Beacon Coordinator Exalton Delco is co-author of a chapter on "Ten Steps to Successful Minority Hiring and Retention." Metropolitan Community College President J. Richard Gilliland wrote a chapter on "Diversifying Leadership in Community Colleges."

Other additions:

Astone, Barbara, 1990. ***Pursuing diversity: Recruiting college minority students.***

Ghiselin, Bernie, 1990. ***Forging consensus: Building a dialogue among diverse leaders.***

Green, Madeleine F., 1989. ***Minorities on campus: A handbook for enhancing diversity.***

Kim, Thomas, 1990. ***Gender and subject in higher education.***

Roosevelt, Thomas, 1991. ***Beyond race and gender: Unleashing the power of your total workforce by managing diversity.***

Washington, Valora, 1989. ***Affirmative rhetoric, negative action: African-American and Hispanic faculty at predominantly White institutions.***

Hawaii Beacon Project Offers Resources on Internationalizing Curriculum

A Beacon project headed by Kapi'olani Community College in Honolulu is producing a series of publications which relate to some aspects of Metro's Beacon grant.

A four-volume set called ***Beyond the Classroom: International Education and the Community College*** is now is progress. Subjects will include "Internationalizing Business Education Curriculum," "Developing International Certificate and Degree Programs," Establishing an Intercultural Center as a Meeting Place for Students of Diverse Cultural Backgrounds," "Student Services for International and Recent Immigrant Students" and "Developing Resource Links Between Colleges and World Trade Centers."

For more information write: Robert Franco, Beacon Project Director, Kapi'olani Community College, 4303 Diamond Head Road, Honolulu, HI 96816; telephone (808) 734-9285.

The Great Plains Beacon is published quarterly by Metropolitan Community College for Beacon associate colleges and persons interested in leadership diversity. For additional copies call (402) 449-8424. For content information, call Project Director Mary-Margaret Simpson at (913) 749-5283.

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Vol. 1, No. 2 **Winter 1992**

Audio Conference Links Beacon Participants at 10 Sites

Twenty-nine community college staff who are involved in various aspects of a Beacon grant to Metropolitan Community College participated in an audio conference on November 15.

Routed through Metro in Omaha, the conference call linked project coordinators and other interested staff located at 10 sites throughout the central United States. The conference was designed as an economical alternative to an in-person meeting in which participants could report on successes, problems and ideas for projects. Some colleges had as many as five other staff sharing the microphone at their respective sites. These staff represented such areas as student services, instruction, professional development, and admissions and records.

Topics included ways to obtain fiscal support for diversity efforts, how to deal with staff who may resist or resent such efforts, and developing specific plans and objectives for general diversity goals. A transcript of the 90-minute audio conference will be available February 1, 1992.

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From the President: "The Neglected 10 Percent"

In an earlier issue of the Great Plains Beacon, I mentioned my belief that diversity takes many forms. Several of us here at Metropolitan Community College recently participated in a workshop on homophobia which was extremely worthwhile. I had read that about 10 percent of the American population is gay or lesbian, a percentage confirmed at the workshop.

Discussing sexual orientation sometimes arouses strange reactions from people who are not accustomed to civilized conversations about the subject. Many gay and lesbian people have the choice of whether or not they "come out" or remain anonymous in terms of their sexual orientation. I would contend, however, that each of us needs to think of ways that we can create an environment within our respective colleges that does, in fact, celebrate every imaginable form of diversity, including groups that, in the past, perhaps have not been considered diverse.

Given that about 10 percent of our employees and students are gay or lesbian, I would suggest that this number exceeds other populations for which we may have already developed special, focused programs. I believe our campuses will never be whole until we have indeed removed all barriers to self-actualization for all people.

J. Richard Gilliland, President
Metropolitan Community College

News from the Associate Colleges

Austin Community College is conducting a pilot project at one of its campuses which will review "inclusion of concern for cultural diversity issues" in course syllabi. Austin's Student Activities office also recently provided funds for students to attend a Minority Student Leadership Conference. *** The Diversity Task Force at **Central Community College** has developed mission and philosophy statements which will soon be presented to Central's administration. The task force is also drafting a budget for 1992-93 to support activities and development of staff. *** John Chin, formerly the manager of Business and Industry Services at **Front Range Community College**, has been named associate dean for Arts, Social and Applied Sciences. He will continue to coordinate the Beacon project for Front Range. *** Two Child Development faculty members at **Hennepin Technical College** recently visited Beacon partner Front Range Community College. Two Hennepin instructors also attended a Gender Team Building seminar held at the National Institute for Leadership Development in Phoenix. *** Carolyn Desjardins, known for her work with Carol Gilligan and the Leaders program, will come to **Kirkwood Community College** in March to present and facilitate seminars for three days. Her topics will be Native American culture in the community college and differences in learning and leadership styles of women and men. *** **Madison Area Technical College** has received a $35,000 Minority Student Retention grant from the Wisconsin Board of Vocational Technical and Adult Education. The grant will assist in retention activities and tutorial services for minority students. Madison's Affirmative Action officer and Personnel director are collaborating with four other vocational and technical colleges in the state to recruit minority staff. *** An employee inservice training session on "The Diverse Team" will be held this spring at the **Metropolitan Community Colleges** (Kansas City). Staff representing the three colleges in Metro's district are participating on the Beacon

Leadership Diversity Team and have agreed that leadership development should be inclusive of diversity — "one cannot happen without the other." *** **Metropolitan Community College** (Omaha) has received an $860 grant from the Nebraska Arts Council to bring Native American dancer Kevin Locke to the College in April. His performance will be held in conjunction with a series of cultural activities celebrating Native Americans including a nationally touring photography exhibit called *"Faces of Destiny."* Beacon Coordinator Lynn Smith, who wrote the grant request, sits on the steering panel for Metro's Native American focus committee. Metro President J. Richard Gilliland was also featured in a program on diversity and higher education which aired December 19 on Nebraska Educational Television. *** A joint in-service for faculty at **Western Iowa Tech Community College** and city employees will be held in February at the Sioux City Convention Center. The focus will be gender equity and affirmative action. Western Iowa Tech also played a key role in a statewide *"Week of Reconciliation"* held January 13-19. The result of concern over bias-motivated crimes, Iowa Governor Terry Branstad urged all communities to sponsor activities to demonstrate the state's commitment to racial and religious harmony. Western Iowa Tech's Beacon Coordinator Larry Bolanos contacted agencies throughout Sioux City to encourage them to participate in or sponsor activities. *** Efforts to sensitize staff to diversity issues are underway at **Western Nebraska Community College.** Western is also offering Spanish language classes targeted to business and industry. ***

Clearinghouse Conducts Attitude Survey on Leadership Diversity

The Clearinghouse for Exemplary Practices in Leadership Diversity conducted a survey in late November of the associate colleges in order to assess attitudes towards diversity-related issues.

Consisting of 28 close-ended and six open-ended questions, the survey was distributed to a representative sample of 25 staff at each associate college. Questions covered general leadership topics ("Staff development at my college has a leadership component for all employee classifications."), decision making ("Input is sought early enough on major decisions at my college so that the input can make a difference.") and diversity ("Staff at my college generally act responsibly and sensitively in situations where sexual orientation differences could be an issue.").

The survey was not an attempt to measure an institution's progress in accomplishing leadership diversity goals but was a kind of "climate survey," a measurement of perceptions of leadership diversity issues. The same survey will be administered at the conclusion of the Beacon project to measure attitudinal changes that have occurred.

While data from the survey are available only to the associate colleges, information on the survey instrument itself may be obtained from John Weber, coordinator of Research, Metropolitan Community College, P.O. Box 3777, Omaha, NE 68103-0777; (402) 449-8425.

"Homophobia 201" Illustrates Power of Workshops on Sexual Orientation

A workshop held December 11 at Metropolitan Community College in Omaha struck at the heart of efforts to sensitize staff to diverse student and staff populations.

Called *"Homophobia 201,"* the workshop used a small group format to help participants understand complex emotions and reactions gay men and women face when discussing their sexual orientation. Participants were put into family groups and assigned roles within their families, including a gay or lesbian family mem-

ber who suddenly reveals the truth. Through role playing and debriefing, participants came to understand the anxiety and misperceptions gay individuals face when explaining who they are and how they feel.

The workshop was presented by two staff of US West. According to Judy Thorson, coordinator of Personnel Development at Metro, the workshop made a significant impact on those who attended. She stated that Beacon coordinators who are interested in bringing speakers or facilitators to campus on gay or lesbian issues should call a local chapter of PFOLG (Parents and Friends of Lesbians and Gays). For more information call Thorson at (402) 449-8377.

AACJC Convention Focuses on Leadership

The AACJC Annual Convention promises to address several topics relevant to the Beacon project.

Set for April 11-14 in Phoenix, the conference theme is *"Expanding the Vision: Leadership into the 21st Century."* Project coordinators are urged to attend since Metro will convene a short Beacon-related meeting during the convention. Beacon participants for the Class of 1994 — presumably the last year of Beacon projects — will also be announced at the conference. For registration information call AACJC at (202) 728-0200.

Beacon Project Coordinators Will Confer This Summer

Metropolitan Community College will host an evaluation conference for the associate college coordinators in early summer 1992.

The one-day meeting will give coordinators an opportunity to confer informally about challenges facing their projects for the last six months of the grant and to discuss plans for the November 1992 national teleconference on leadership diversity. Details on date and time will be announced in the next issue of the Great Plains Beacon.

Beacon Project Profiled in National Newsletter

The Beacon project awarded to Metro was discussed in the latest issue of the national Beacon College Project newsletter, The Beacon. The Fall 1991 issue featured a back-page story on the project.

Also on the national front: Jim McKenney at AACJC has been named the new Beacon College Project Director, succeeding Dale Parnell. Assistant Director is Lynn Barnett at AACJC. In a letter to Beacon project directors announcing the change, Barnett stated that McKenney and she were working with AACJC President David Pierce to increase the visibility of Beacon projects and the "Building Communities" recommendations.

A Major Challenge: Getting Students Involved

One of the goals of Beacon projects nationwide is touching the lives of students. While some Beacon grants deal directly with such areas as student literacy, counseling and retention, the effect on students of Metro's Beacon grant may ripple more quietly.

Still, associate college coordinators have found several ways to get students involved in the core of diversity efforts. Here are a few ideas:

1. **Recognize student leaders**. Work with Student Activities or Public Relations offices to recognize students holding office or assuming leadership roles. Visible student leaders repre-

senting diverse populations will encourage others to pursue similar roles.

2. **Publish directories.** Consider compiling a directory for minority students or other populations on resources, services and support groups targeted to their needs. Directories can consist of services or even people — for example, the names and study interests of other students.

3. **Encourage student input in administrative processes.** Get students from diverse populations involved in master planning, focus groups, recruiting strategy sessions, planning meetings, or occasional department meetings.

4. **Encourage financial support for diverse student leaders.** Approach your college Foundation about funding a scholarship or awards program for outstanding student leaders.

5. **Be visible.** Encourage the library to develop a display on a diversity-related topic and feature it in several locations — not just in the library.

6. **Have fun.** Sponsor a contest in which students are tested on their knowledge of leaders from a particular culture. The prize can be a free meal in the college cafeteria.

7. **Use food.** Feature cuisines from diverse cultures in the cafeteria with information available on the significance and contributions of the culture.

If you have an unusual idea for involving students in diversity efforts, please write or call the Beacon Project Director at (913) 749-5283.

New Resources

Information about the following resources can be obtained through the Clearinghouse for Exemplary Practices in Leadership Diversity at Metropolitan Community College. Call the Beacon Project Director at (913) 749-5283 for more information.

Butler, Johnnella E., and Walter, John C. **Transforming the curriculum: Ethnic studies and women's studies**. State University of New York Press, 1991.

A collection of essays on new scholarship, teaching strategies and materials that can help colleges revise their curricula to reflect the experiences of women and ethnic groups.

El Paso Community College. **Assessing minority opportunities in vocational education: A research report**. Texas Higher Education Coordinating Board, 1991.

This report discusses a two-year study on student and faculty perceptions of factors that enhance and impede student progress in completing technical-occupational programs in community and technical colleges in Texas. A bibliography and sample surveys are included.

Faludi, Susan. **Backlash: The undeclared war against American women.** Crown: 1991.

Wall Street Journal reporter Faludi decries what has been described in the media as women's dissatisfaction with equality and life outside the home. She describes the phenomenon as a collection of prejudices and myths, perpetuated by the press, the fashion and film industries and right-wing authors. Her book is bound to offend some with her pointed criticism of such writers as Carol Gilligan, whom she blames for a "narrow, anecdotal, entirely unsubstantiated" differentiation between men and women.

Other resources:

Helgesen, Sally. **Female advantage: Women's ways of leadership**. 1990.

Suresh, Srivasta. **Appreciative management and leadership**. 1990.

Smith, Willy. **Black education**. 1989.

Articles Quote Numbers, But Question Them, Too

A recent issue of the conservative business publication The Kiplinger Washington Letter featured numerous statistics on changing

demographics. If you need to refer to specific numbers for separate racial or ethnic groups, check out the December 27, 1991 issue. Most of the revelations aren't that surprising to those who work daily in diversity issues, and there's an undercurrent of panic in some of the comments, but again, the stats are useful and some of the points might be used effectively with a profit-motivated audience. (For example: "The most successful marketers will be those who know the tastes of various groups and meet their needs. Generalizations are dangerous ... preferences of Cubans, Ecuadorans, Nicaraguans and Mexicans vary greatly.")

On the other hand, an article from the September 1991 issue of Mirabella magazine questions official counts of the U.S. population by ethnic groups.

The article, *"Mixing It Up,"* discusses trends in inter-racial marriages and points out that the Census Bureau does not recognize "mixed race" classifications, noting that people responding to the 1990 census were forced to choose the one race with which they most identified.

The point of the article is that American society is becoming more multi-racial than officially recognized. As the article stated, "America is approaching the dawn of a nonwhite majority. Racially mixed Americans are being born in record-breaking numbers. And we keep trying to put them into rigidly defined categories based on who's black and who's white."

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Vol. 1, No. 3 **Spring 1992**

Beacon Project Will Present Diversity Teleconference

Metro's Beacon grant will present a national teleconference on leadership diversity on Friday, November 20, 1992 from 11:30 a.m. to 1:00 p.m. CST.

Called *"Achieving Leadership Diversity: Education's Challenge,"* the teleconference will showcase the Beacon project as well as present specific suggestions for implementing a valuing diversity program in a community college setting.

Keynote speaker will be Vapordeal Sanders, formerly of 3M Corporation and now a consultant on workplace diversity issues. Also featured will be J. Richard Gilliland, president of Metropolitan Community College, and a representative of business and industry.

Each associate college participating in the Beacon project will be featured in segments which describe specific leadership diversity projects. The teleconference serves as the culmination of the 18-month grant period.

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From the President: Columbus Day 1992 and Community Colleges

(Editor's note: The following comments are taken from an article which recently appeared in The Community, Technical, and Junior College Times.)

In the Fall of 1991 America had a preview of the anger, hate, misunderstanding and guilt associated with Christopher Columbus that will doubtless be amplified this next fall when we encounter the 500th anniversary of Columbus' landfall in the New World.

We will have another opportunity to widen the expanding chasm between people of different ethnic and cultural backgrounds.

Or, we have another choice.

We can avoid some of the pitfalls of the mindless political debates, right-wing demagoguery, or left-wing political correctness by consciously creating vehicles for constructive exploration and discourse. America's community, technical and junior colleges should take a leadership role in finding ways to help America come out of this event better off in terms of our unity and multicultural understandings. Martin Luther King said, "The ultimate tragedy is not the brutality of the bad people but the silence of the good people."

Think of the many wonderful, harmonious values and beliefs that our Native American sisters and brothers have to share with us. Consider how all Americans can live better, more connected lives. Doesn't this logically lead to a present-day examination of how our country should be treating our hosts, the indigenous peoples?

Our institutions can conduct community forums, provide joint programs with America's more than 20 tribal community colleges, capture the moment to focus on multicultural issues as a critical component of our staff development programs, and join with public and parochial schools to present programs and discussions.

Given our limitless creativity, we are more than capable of having a strong, positive influence on Columbus Day activities and discussions. No better vehicle exists than our hundreds of two-year colleges to explore the meanings of diversity, empowerment, democracy and egalitarianism that will come into question as we turn our attention to Columbus Day, 1992.

What will be your institution's role? What will you do?

J. Richard Gilliland, President
Metropolitan Community College

Project Profiled at AACJC Convention

Three associate college coordinators and the president of Metropolitan Community College presented a forum on the Beacon Project at the Annual AACJC Convention April 11-14 in Phoenix.

Larry Bolanos, John Chin and Deborah Newsome participated in a forum moderated by J. Richard Gilliland called *"A Vision Shared: Expanding the Influence of Leadership Diversity Programs Through Networking, Collaboration and Partnerships."*

Bolanos, Minority Affairs coordinator at Western Iowa Tech Community College, discussed his work with other colleges and community groups in the Sioux City area to recognize and involve students from diverse cultural backgrounds.

Chin, associate dean for Arts, Social and Applied Science at Front Range Community College, detailed cooperative ventures between the Pluralism office at his institution and area business and industry.

Newsome, who is a Group Dynamics instructor at Madison Area Technical College, reported on her involvement in a district-wide planning committee on minority recruitment.

President Gilliland discussed the overall collaborative thrust of the Beacon project and how Metropolitan Community College is working with new community groups to broaden its implementation of diversity goals.

Beacon Coordinators Confer in Omaha

Associate college coordinators involved in the Beacon project will meet at Metropolitan Community College in Omaha on June 4 to discuss their progress and review goals for the last six months of the project.

The day-long conference will give coordinators an opportunity to meet as a group as well as confer individually with one another. It is the second face-to-face meeting the Beacon project has conducted.

Central Pilots "Diversity Day"

Central Community College has completed diversity mission and philosophy statements, a budget for 1993 fiscal year diversity efforts, and drafted a plan for a College-wide "diversity day."

According to Beacon Coordinator Vikki Jaeger, Central's administration has unanimously approved the diversity philosophy and mission statements as well as the diversity day concept, which will be piloted for one year and then reviewed. The budget is currently pending approval.

Eleven presentations on diversity have been held at Central in recent months, including sessions on Japanese culture, diversifying the curriculum, and gang violence. Central also sponsored eight conferences on diversity subjects, kicked off a College-wide diversity logo contest for staff and students, and formed the first local chapter in Nebraska of the American Association of Women in Community and Junior Colleges (AAWCJC).

Front Range Launches Mini Grant, Award Programs

Front Range Community College has numerous diversity initiatives underway, including a new diversity-related mini-grant process and a recognition award.

A Diversity Mini-Grant Program, established by the Office for Institutional Diversity, will be administered by Front Range's Pluralism Council, an ad hoc body of students, faculty and staff interested in diversity issues. Designed to encourage and support diversity efforts throughout the College, the grant is open to all students, faculty and staff.

The Diversity Contribution Award will celebrate individual efforts of a student, faculty or staff member who has contributed significantly to recent diversity efforts. A cash award, in addition to a plaque, will be presented.

Hennepin Begins Valuing Diversity Program

Hennepin Technical College is charting an ambitious valuing diversity program through the services of an outside consultant.

In January 1992 Hennepin issued an extensive Request for Proposal which detailed the goals and activities for a valuing diversity program at Hennepin. The winning proposal, chosen by a panel of administrators and Hennepin's Diversity Committee, was submitted by the Professional Development Group (Pro Group) in Eden Prairie, Minn. The project began in early April.

In other news, Beacon Coordinator Sharon Grossbach is participating this year in the "Leader's" program sponsored by AAWCJC, the League for Innovation, and Rio Salado and Maricopa community colleges. A district-wide workshop on diversity was held in January which featured a talk by Macalester College Historian El Kati on the meaning of diversity. More than 1200 staff attended.

In-Depth Workshop on Gender Held at Kirkwood

A recent workshop with Carolyn Desjardins at Kirkwood Community College focused on *"Leadership Differences: Understanding Gender-Based Styles of Interacting."*

Held March 30-April 1, the workshop was divided into five segments targeted to specific groups, such as administrators, classified staff and faculty. Students participated in one session which focused on learning styles and gender and how to build better relationships with the opposite sex.

Kirkwood also sponsored several activities for Black History Month, including a dance with a reggae performer and a multi-ethnic picnic.

Metro-KC Forms "Working Together" Group

Each of the 12 Beacon leadership diversity project members at the Metropolitan Community Colleges (Kansas City) recently invited two colleagues to a focus group meeting to discuss leadership diversity training needs.

Twenty-eight faculty, staff and administrators met in March to develop a list of topics and ideas for staff development on diversity. By the end of the meeting, members had a clearer idea of a desired direction and their purpose as a group. They adopted a name — "Working Together" — and drafted a detailed statement of commitment to diversity. The statement has been printed and distributed to all participants for display in their offices.

According to Coordinator of Employee Development Maureen Kennedy, "We feel excited and hopeful about how we can learn from one another and impact the college community. The work of increasing sensitivity to difference and building leadership based upon the valuing of diversity is ahead of us. Now we have a group of people committed to the same goal."

Metro-Omaha Sponsors Native American Week

Metropolitan Community College (Omaha) celebrated Native American Week April 3-10 with several events, including a slide presentation on Native American sacred places, a film festival, a handgame tournament, a performance by flutist and hoop dancer Kevin Locke, and a nationally touring exhibit called *"Faces of Destiny,"* featuring photos from the 1898 Indian Congress.

Metro's College Action Council, a staff advisory group, has organized a focus project group to formulate an operational definition of what is meant by the term "diversity" at the College. Once a definition is completed, the group will then develop goals and strategies to implement a full-scale valuing diversity program at Metro.

Four Metro staff members are participating in a leadership identification project called "Leaders for the 90s" conducted by the University of Nebraska-Lincoln. One of them is Beacon Coordinator Lynn Smith, who is writing a career growth and development plan for classified and operations and maintenance staff at the College.

Madison Continues Work With Minority Participation Plan

A plan to enhance and increase minority participation at Madison Area Technical College has been completed and presented to the College's administrative team, according to Beacon Coordinator Deborah Newsome. A new position, Minority Recruitment and Retention Coordinator, has also been approved.

An in-service was conducted in March on the College's minority implementation plan. Designed for staff who are responsible for a change project in their work areas, the session focused on the need for change, how to recognize resistance to change, and how to use change for personal and career growth.

MATC conducted several activities in February and March for Black History and Women's History months, including a panel discussion on *"Women of Color — Double Whammy,"* in which Newsome participated. Other sessions focused on racism in Madison, Black access to the law, and "Who Is the Hispanic Woman?"

Western Iowa Tech Continues Multi-Cultural Recognition

Western Iowa Tech Community College held a joint in-service with the City of Sioux City in February which included sessions on sexual harassment, cultural diversity and affirmative action. More than 300 people attended the workshop, which was open to the public.

Western Iowa Tech continued its monthly celebrations of cultural diversity in late winter and early spring. Author, speaker and civil rights activist C.T. Vivian headlined Black History Month activities in February. Posters depicting outstanding African American men and women and library displays were also featured.

Women's History Month in March was recognized with book and poster displays as well as a slide presentation by an art instructor called *"20th Century Women Artists: Why Don't You Know Them?"*

Western Iowa Tech will join the annual nation-wide Day of Remembrance of the Victims of the Holocaust from April 26 to May 3 with a film display, classroom discussion and other activities.

Western Nebraska Hires Staff for Minority Assistance

Western Nebraska Community College has hired a new director of Minority Assistance and Adult Re-entry/Retention as well as an adviser-minority recruiter.

Made possible through Title III funds, the new staff have already assumed their posts at the College.

Jane Hunter, assistant dean of Educational Services, is the new Beacon coordinator at Western Nebraska, succeeding Deborah Hecht. Beacon associate college coordinators will remember Hunter, who represented Western Nebraska at Metro's Beacon meeting in Omaha last year.

Leadership Diversity and Native Americans: Where to Start

According to 1990 census figures, 2 million Native Americans now live in the U.S., or about eight tenths of one percent of the total population. Many non-tribal colleges are developing programs and services targeted to Native

Americans to recruit them as students, to retain them, and to hire Native American staff, particularly as faculty and administrators.

With its thrust in leadership diversity, Metro's Beacon project has developed the following list of suggestions and points to consider if your institution is attempting to establish closer ties with Native American groups or students. Bear in mind that the list represents generalizations and that the Native American population itself is diverse.

First, be aware that:

1. The educational needs and goals of students living on reservations may differ from those in urban areas.

2. Many Native American students have attended more than one college and may be cynical about your institution's relevance or commitment to them. What can you offer that's different?

When setting up exchange or transfer programs with reservations:

1. Work with the Tribal Council. Many Councils obtain federal funds to send students to non-tribal colleges for specific vocational programs.

2. When working to establish transfer agreements with tribal colleges, develop equivalencies for courses in Native American subjects.

3. Consider the possibility of distance learning classes or telecourses that can be offered on a reservation.

4. In many cases, Tribal Councils decide what students will attend programs off the reservation. You may not always agree with their choice, but avoid disputes between the council and individual students.

When working with Native American centers in urban areas:

1. Work individually with centers or agencies and be aware that not much coordination or communication may exist between them.

2. Offer college-level or ABE/GED classes on-site. However, be aware that a center may prefer classes on Native American subjects only.

Once students are on campus:

1. Establish a support group for Native American students that meets on occasion (but not so often that attendance becomes a burden).

2. Work with faculty so they'll be sensitive to cultural differences in the classroom. For example, long periods of absence may be due to a holiday or cultural observance.

3. Avoid setting up a complex array of services that can only be delivered on campus outside of regular class hours.

When recruiting for staff positions:

1. Send job opening announcements to Native American centers and agencies in your service area.

2. Advertise job openings in tribal newspapers.

3. If a four-year degree is required, also send position announcements to institutions that offer programs or classes in Native American studies.

New Resources

Blauner, Bob. **Black lives, white lives.** Three decades of race relations in America. Berkeley: University of California Press, 1989.

Edmunds, R. David. **American Indian leaders: studies in diversity.** Lincoln: University of Nebraska Press, 1980.

Lyman, Stanford M. **Chinese Americans.** New York: Random House, Inc., 1974.

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Omaha, Nebraska

Participating Colleges

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Austin, Texas

Central Community College
Grand Island, Nebraska

Front Range Community College
Westminster, Colorado

Hennepin Technical College
Plymouth, Minnesota

Kirkwood Community College
Cedar Rapids, Iowa

Madison Area Technical College
Madison, Wisconsin

Metropolitan Community College
Omaha, Nebraska

Metropolitan Community Colleges
Kansas City, Missouri

Western Iowa Technical Community College
Sioux City, Iowa

Western Nebraska Community College
Scottsbluff, Nebraska

Vol. 1, No. 4 **Summer 1992**

Beacon Meeting Demonstrates Continuity and Progress

Fifteen community college staff members who work with Metro's Beacon project attended a June 4 meeting in Omaha to review the first 12 months of projects in leadership diversity and to plan the remaining six-month grant period.

Billed as a mid-term evaluation conference and hosted by Metropolitan Community College, all 10 project coordinators participated, three of them bringing additional staff. Despite the always-changing nature of community colleges, coordinators representing each associate college were the same, in every case, as those attending an inaugural meeting a year ago.

Each coordinator presented on major accomplishments and problems encountered. Some of the lessons of their reports are:

- Institutions involving staff from as many employee groups as possible in leadership diversity efforts report greater success and interest;
- Vocal support from the President and "top leadership" remains critical; conversely, lack of commitment on the part of management, or seeing diversity programs as

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optional in times of budgetary constraints, can deflate staff support;

- Colleges that make a connection between multicultural celebrations for students and diversity efforts for hiring and retaining staff report widespread institutionalization of diversity programs;
- Financial incentives for special projects can help launch diversity ideas and reinforce creative approaches;
- Beginning a diversity program with a self-study or extensive introspection may raise troubling side issues that detract from diversity efforts;
- Colleges who document their diversity programs via videotapes, audiotapes and scrapbooks can more easily "take their show on the road" and explain to new audiences what is meant by "diversity."

In her remarks, Vikki Jaeger, Beacon coordinator at Central Community College, discussed how the Beacon grant provided a unique impetus for implementing a diversity program at her institution. "A year ago when I went back to my campus after this meeting, and told people of the small sum of money involved, I got the question, 'Then why are we doing this?' A year later I see that it was the small amount of money that made it work. We had to rely on permanent systems and people already in place to make it happen. This is the right way to do it."

From the President: Widening the Circle

During the last month I had the opportunity to be on study leave. In the course of my activities, I traveled in Europe, on the East and West coasts of the United States, and to the Navajo and Hopi reservations in Arizona. The purpose of this trip was to find out how different organizations and governments are maintaining organizational viability during a period of substantial economic and social change.

One issue that became very apparent as a result of my meetings and visits was that we cannot expect a lot of additional financial support in the near future coupled with an important shift in demand for services to include many new populations.

One way we can deal with this double-edged sword is to make effective use of the wide range of professional skills that we find in our respective community colleges. We've not always done this in the past, and I believe our diversity project focuses very nicely on creating an inclusive environment that, in fact, empowers and utilizes the talents of everyone possible.

Given the strongly emerging role of community colleges in America, I believe we can set the stage for not only serving a highly varied student population, but for widening the circle through managing diversity among faculty and staff.

I believe that we're on the right track and hope that we will all continue the excellent efforts we have begun after our current funding ends. We need to stay in touch and share our ideas about managing diversity with each other as well as with the growing number of community college people nationwide who will clearly benefit from the work we are doing.

J. Richard Gilliland, President

Metropolitan Community College

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Diversity Teleconference: It's Getting Closer

Plans for a live, national teleconference on leadership diversity are progressing, with speakers, scripts and scenery being finalized.

Set for Friday, November 20, 1992, the teleconference, *"Achieving Leadership Diversity: Education's Challenge,"* will be available on C-Band from 11:30 a.m. to 1:00 p.m. CST. Included will be a 20-minute call-in/fax-in portion for questions.

The teleconference will focus on how to implement and evaluate a successful valuing diversity program for colleges and universities. It will offer a practical definition of what is meant by the term "diversity," show how to implement a diversity program for hiring and retaining faculty and staff, and how to evaluate the success of diversity efforts. The Beacon project itself will be featured via pre-recorded segments with each associate college coordinator and some associate college presidents, faculty and students.

Keynote speaker will be Vapordeal Sanders, formerly of 3M Corporation and now a consultant on workplace diversity issues. Also featured will be J. Richard Gilliland, president of Metropolitan Community College, and Liz Doherty, training director at First National Bank in Omaha. Moderating will be Aida Amoura, director of Urban Affairs for the State of Nebraska and a former reporter for WOWT-Channel 6 in Omaha.

The target audience is college and university presidents, directors of personnel, staff development and resource development, as well as counselors and those who work in minority affairs, pluralism and affirmative action.

Registration is $200 for members of the Community College Satellite Network, $250 for non-members, with a $25 discount for registration received by November 1. To register call Lydia Sciscoe at (402) 449-8377. For more information on content or technical aspects, call Don Carlson at (402) 595-3800.

Austin Compiles Diversity Compendium

The Beacon Committee at Austin Community College sponsored two campus sessions on diversity this spring, which included surveying staff on what the word "diversity" meant to them. Austin also compiled and adapted the Selected Bibliographies on Leadership Diversity issued by the Clearinghouse and distributed the results to staff, indicating where cited publications were available in the Austin area.

The project at Austin has compiled a useful reference booklet summarizing its activities, including a list of "Attitudes and Values Which Foster Pluralism at the College."

For more information, call Exalton Delco at (512) 483-7610.

Central Formalizes Policy Statement

Central Community College has adopted a formal statement on valuing diversity which has been included in the College's official policy manual.

The statement reads: "The College recognizes a responsibility to promote, encourage and foster diversity within the workforce and college community. This will be accomplished by encouraging workshops, seminars, publications and other activities to promote understanding and benefits of diversity to college staff and students. Staff shall be encouraged to nurture the sensitivity and mutual respect which is fundamental to the success of diversity by creating an intellectual and social climate promoting the freedom of thought, innovation and creativity."

Central's Fall Opening activities will be devoted to diversity.

Front Range Awards First Minigrants

Front Range Community College received 22 proposals for the Minigrants for Diversity program launched in 1992. Six projects were funded for a total of $4,925.

Recipients represented faculty, student and administrative ranks in proposals that ranged from Vietnamese outreach activities to "Influence of Non-European Cultures."

Coordinator John Chin also reports that the curriculum committee at Front Range is consulting a diversity expert to consider the integration of diversity into the curriculum.

Hennepin Diversity Committee Receives Support

The Diversity Committee at Hennepin Technical College received a grant from the College to continue its work this summer. The work will center on implementing a diversity plan developed during the 1991-92 year.

Sharon Grossbach, Beacon coordinator, recently attended a seminar co-sponsored by Normandale Community College and local businesses. Devoted to "Valuing Diversity," the program featured Roosevelt Thomas, whose work in valuing diversity has been highly influential in Beacon leadership diversity efforts.

Madison Minority Plan Is Extensive, Inclusive

A "Minority Participation in Vocational-Technical Education Plan" at Madison Area Technical College covers several aspects of a full-scale valuing diversity program.

Included in the plan are student recruitment, student retention, faculty recruitment, cultural awareness, and community awareness. Activities range from curriculum development to minority employee loan services and a minority teacher internship program.

For more information call Beacon Coordinator Debbie Newsome at (608) 258-2452.

"Working Together," MCC Joins Harmony Week

The Metropolitan Community Colleges in Kansas City will conduct a training session this summer called "Working Together." Designed to help staff learn more about each other and other cultures, the session will provide staff with a notebook containing articles on leadership and diversity.

MCC was among Kansas City area organizations who celebrated *"Harmony Week"* in the days following the recent Los Angeles riots. Participants were asked to wear ribbons displaying a rainbow of colors "to fight bias and increase appreciation of difference."

Metro-Omaha Looks at Classified Career Pathing

Lynn Smith, Beacon coordinator at Metropolitan Community College, was among those who participated in the 1992 University of Nebraska Equity Institute Leadership Identification Project. The program addressed such issues as personal power, organizational design and decision making.

For her field project, Smith developed one of Metro's Beacon Action Plan goals, a plan to explore a career growth and development program and voluntary career pathing for classified and operations and maintenance staff at Metro.

The program, a cooperative effort involving the College's Personnel, Staff Development and Counseling offices, will enable Metro to pinpoint qualified staff for internal leadership positions and make use of leadership potential which may otherwise be missed.

Also at Metro, Coordinator of International and Intercultural Education Barbara Velazquez has successfully written an in-house grant to fund an ambassador program for international students. Student ambassadors help make the College more accessible to international students by providing guidance in such areas as admissions, counseling and financial aid, as well as assisting with campus tours, language barriers and encouraging participation in Metro activities.

Ambassadors are chosen based on their established leadership abilities and special talents, and receive half- tuition reimbursement for their work. The program gives international students "an opportunity to put their leadership abilities into practice in a new country," states Velazquez.

Beacon at Western Iowa Tech Sees Influence in Recent Hires

Western Iowa Tech Beacon Coordinator Larry Bolanos has worked with the Affirmative Action Committee to advise and help in the design of personnel practices and policies to enhance the recruitment and retention of women, persons of color and the physically challenged for faculty and administrative positions.

Two success stories: during the year a woman was hired into one of the highest ranking administrative positions at the College, and an Asian woman was named an instructor.

Bolanos reports that the Beacon Committee has also provided input on urging that various areas of the college address diversity, ranging from personnel practices to multi-cultural awareness.

Western Nebraska Plans Native American Conference

During the 1991-92 year, Western Nebraska Community College made significant progress in weaving the concept of leadership diversity into the college fabric.

A Beacon Committee was appointed and sponsored an activity the second semester, a presentation by a Business instructor who had recently traveled to Russia and who discussed cultural differences.

In September Western Nebraska will co-sponsor a Native American conference called *"American Indian Days"* with Eagle Star Incorporated. WNCC recently launched a Native American Advisory Committee which has been instrumental in securing the conference. Among the activities planned are Native American dances, craft displays, and dinner. Beacon Coordinator Jane Hunter feels this will be a highly visible local activity for the Beacon grant this fall.

New Resources

Information about the following resources can be obtained through the Clearinghouse for Exemplary Practices in Leadership Diversity. Call (913) 749-5283 for more information.

Hawthorne, Elizabeth M. and Salmon, Jaslin U. **Succeeding in racially and culturally diverse environments**. Ann Arbor: University of Michigan, 1991.

This handbook and accompanying video focus on learning in diverse environments and is targeted to community college staff. Probably most useful are sections on possible panels to structure for staff development sessions on diversity.

Multicultural review. Westport, Conn.: Greenwood Publishing Group.

A new quarterly journal, this promises to feature reviews of diversity publications and articles. A subscription is $59 annually. For more information write the journal at 88 Post Road West, P.O. Box 5007, Westport, Conn. 06881-5007.

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Vol. 2, No. 1 **Fall 1992**

No Slow-Down in Sight for Beacon Grant

With the official November 30 end date for Metro's Beacon grant looming on the horizon, grant-sponsored activities show no signs of fatigue.

In fact, the pace of the grant promises to quicken during the final weeks with a national teleconference among the activities yet to occur. The teleconference, probably the most visible activity of the grant thus far, will be held on Friday, November 20, from 11:30 a.m. to 1:00 p.m. CST. (For a related story, see page 3.)

Metro also plans to issue a monograph by the end of the calendar year on leadership diversity. Published through the auspices of the Beacon-created Clearinghouse on Leadership Diversity, the publication will feature chapters written by each associate college coordinator on a leadership diversity topic of their own choosing. A likely subject is how individual colleges interpreted "leadership diversity" and what specific action plans were implemented.

Other activities include a "post-attitude" survey Metro will provide to each associate college which will be identical to a climate survey issued one year ago. The purpose will be to assess attitudinal changes which may have occurred toward diversity issues during the grant period.

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From the President: Keep Sharing, Keep Exchanging

Since hearing of the Beacon project meeting held in Washington D.C. two months ago, I have been even more impressed with how much progress our project is making.

Given the excellent results many Beacon institutions have achieved, I would again encourage those of us who can to continue to communicate after Beacon funding has ended in order to share our various projects and suggestions in much the same way as we have done up to now. I believe we can accomplish this with little or no bureaucracy or expense by simply exchanging goals and written information.

Celebrating and valuing diversity was a theme that was still considered innovative and on the cutting edge when we started; today it is very much in the mainstream. I believe the importance of valuing diversity among our students and employees has become nationally recognized. I hope we can continue the ground-breaking work we have all undertaken and share our results, at least with each other, well into the future.

J. Richard Gilliland, President

Metropolitan Community College

Project Directors Meeting Reveals Commonalities

More than 20 project directors of Beacon grants awarded in the last three years attended the AACC/Kellogg Beacon College Projects Directors Meeting held August 27-29 in Washington, D.C.

A keen interest in the topic of diversity was evident at the meeting. While Metro's project is the only one that deals with leadership diversity per se, several others have delved into diversity-related issues. Among them are the following:

Baltimore City Community College — This new project is working to integrate intercultural awareness and understanding into general education courses at six participating colleges in Maryland. A community-based component will specifically target awareness of cultural diversity in associate college service areas. This project has already issued extensive bibliographies on diversity and the curriculum. For more information contact Project Director Elizabeth Warbasse, Baltimore City Community College, 2901 Liberty Heights Avenue, Baltimore, MD 21215-7893; (410) 333-5458.

Kapiolani Community College — Anthropology-trained Robert Franco directed an extensive project which sought to coordinate efforts among eight community colleges (located from Saipan to Kalamazoo, Mich.) working to internationalize their curricula. The result was an extensive four-volume series on international education (see "Resources" in this newsletter) and an international conference. Contact Project Director Franco at Kapiolani, 4303 Diamond Head Road, Honolulu, HI 96816; (808) 734-9285.

Kentucky Community College System — Led by Lexington Community College, 14 institutions in Kentucky collaborated on the development of a Leadership Academy. Among its goals was an increase in the number of women and minorities in leadership positions, particularly for deanships and presidencies. Contact Project Director Allen Edwards, President of Lexington Community College, Oswald Building, Cooper Drive, Lexington, KY 40506-0235; (606) 257-4831.

Rio Hondo College — Carol Sigala directs an effort involving nine community colleges in Southern California to develop pro-diversity techniques for the classroom. The project hopes "to increase the spectrum of represented groups in pedagogies and materials" and will also work to assess college climates, conduct awareness and training workshops for faculty and staff, and develop a resource collection of materials and techniques. Contact Project Director Sigala at Rio Hondo College, 3600 Workman Mill Road, Whittier, CA 90608; (310) 699-7386.

In a special presentation to the Beacon project directors, Jack Mawdsley, program director of the W.K. Kellogg Foundation, offered advice of

interest to those working to remediate early onset of social inequities.

Mawdsley noted that the Kellogg Foundation, through its Youth Program, is particularly interested in projects targeting children since research shows that early intervention can be more long-lasting and effective than that directed toward young adults.

Many Beacon projects have community outreach components and a few have directly benefitted students in grades "K" through 12. One which touched on both diversity and children's issues was conducted at San Juan College in Farmington, N.M. Project Director David Beers worked with seven community colleges in the Southwest to develop training materials to teach "at risk" Native American and Hispanic students enrolled in Early Childhood Education programs. Beers has extensive experience working with diverse populations, particularly Native Americans, and was keenly aware of diversity throughout his project. For more information contact him at San Juan College, 4601 College Boulevard, Farmington, NM 87402; (505) 326-3311.

Register Now for Diversity Teleconference

Don't forget to register now for the live, national teleconference on leadership diversity set for **Friday, November 20, 1992.**

The teleconference, "Achieving Leadership Diversity: Education's Challenge," will be available on C-Band from 11:30 to 1:00 p.m. CST. Included will be a 20-minute call-in/fax-in portion for questions and pre-recorded segments with Metro's Beacon associate college coordinators who define leadership diversity and offer suggestions for implementing and evaluating projects.

Registration is $200 for members of the Community College Satellite Network, $250 for non-members. To register call Lydia Sciscoe at (402) 449-8377. For more information on content or technical aspects, call Don Carlson at (402) 595-3800.

Many of the associate colleges involved in Metro's Beacon project are planning wrap-around sessions and special programs following the live telecast.

Central Selects Diversity Logo

Central Community College has concluded a design contest to develop a logo for its Diversity Task Force.

The logo, which features a circle of figures surrounding the globe, was created via a College-wide competition which offered cash prizes. The winning entry was developed by a male student and will be featured on t-shirts and in other formats.

Coordinator Vikki Jaeger stated that the design contest built awareness of the diversity task force, which consists of smaller task forces on each of Central's three main campuses.

Central's Public Relations office issued a news release on the development of the logo which included several statements by Jaeger on the Beacon project as a whole.

Diversity Newsletter Goes to All Hennepin Staff

Hennepin Technical College has contracted with a consulting firm — the Professional Development Group, Inc. in Eden Prairie, Minn. — to develop a full-scale managing diversity plan.

Among the services the College receives is a quarterly newsletter on diversity-in-the-workplace topics.

Beacon Coordinator Sharon Grossbach reports that copies of the newsletter are sent to all College staff. A recent issue included reflections on the Rodney King verdict and an article on success strategies at work for persons of color.

If your college subscribes to an Employee Assistance Program, you may have seen a similar

newsletter on wellness issues. The advantage is that articles are written with a broad range of readers in mind and, in fact, tend to be more human interest than theoretical. For a copy call Grossbach at (612) 550-3100.

Kirkwood Plans Films, Seminars

Kirkwood Community College plans several films and seminars during the Fall semester on a range of diversity topics, from gender images in advertising to communication issues.

Among the activities planned are:

— "Regency," an African-American singing group which concentrates on drug and alcohol awareness;

— "Dating and Violence," a seminar geared to men and women on date rape;

— "Still Killing Us Softly," a program depicting how advertising assaults the self-image of men, women and children;

— A film, "Homosexuality: Nature vs. Nurture";

— "He Said, She Said," a seminar on gender communication.

Beacon coordinator Lois Nanke stated that Kirkwood will also conduct several in-services for staff and students this year on sex equity awareness. "We had a few women students in non-traditional technical programs who complained last year about subtle sexist comments and behaviors they perceived in those programs," she said. "We agreed to do more intense in-service this year and that is currently taking place."

Diverse Campuses at MCC Approach Topic ... Diversely

Several diversity-related activities have recently taken place at two colleges within the Metropolitan Community Colleges system in Kansas City, Mo., according to Maureen Kennedy, who helps coordinate Beacon activities for the district as a whole.

Penn Valley Community College: Speech and Theater Instructor Deborah Craig-Claar recently had three children's songs recorded and published in a collection which focuses on differences. Called "Kidz of the Neighborhood," songs include "Big Wheel," which concerns physically challenged children, "Letters Home," which addresses the growing population of homeless children, and "Diff'rent," which deals with multicultural understanding. The recording was scheduled to be released in October.

The Penn Valley Arts Task Force, the Humanities Division and the Learning Center sponsored a Writers-in-Residence program in late October which featured designer Ginny Knight and writer Leon Knight. Leon Knight is founder of Guild Press, which specializes in poetry anthologies by African American and mixed-race writers, and the author of an article called "Traps That Keep People of Color Out of Community College Teaching."

The "Harmony in a World of Difference" program at the Pioneer Campus of Penn Valley participated in a Cross-Lines Poverty Simulation game in early October. The purpose of the game was to foster understanding of factors that keep people in poverty and the feelings and frustrations experienced by the poor.

Longview Community College: The Multicultural Task Force recently distributed a survey designed to help identify the variety of multicultural perspectives available throughout the curriculum. Information collected will be distributed to interested faculty.

Metro Offers Management Training to All Staff

Metropolitan Community College in Omaha has been offering a series of management development modules this Fall for all classifications of employees.

Acknowledging that there are management components in every job, this program encourages all staff to gain or enhance administrative skills. The series consists of seven modules: listening, delegation, conducting performance appraisals, creative decision making, problem solving, project management, and meeting management.

Metro is also developing a mentoring program for new employees. This leadership opportunity for all College staff will consist of trained volunteer mentors who will be matched with new employees from the same job classification. Mentors will answer questions about College activities, encourage participation by the new employee, and offer guidance on Metro's policies and procedures.

The national Quincentennial discussion of Columbus' landing in the "New World" revolved at Metro around the theme "Seeing With New Eyes." From July through October, Metro faculty, students, staff and community members participated in several events designed to stimulate the discovery of new ideas by challenging participants to look "with new eyes" at other cultures. Included were speakers, films and ethnic art displays.

Activities culminated in a "Joint Unity Celebration" on October 12 — the traditional Columbus Day — when representatives of Metro and the Nebraska Indian Community College signed a formal partnership agreement. Among the special guests was Chief Wilma Mankiller, the first woman elected principal chief of the Cherokee Nation. Through the partnership, both colleges plan to exchange faculty and share expertise.

Western Iowa Tech Spreads the Commitment

Activities held last year at Western Iowa Tech Community College which saluted various heritage months were pulled together primarily by Beacon coordinator Larry Bolanos. But there's a change this year.

A committee composed of faculty is now directing heritage month activities, and the library is assuming responsibility for complementary educational displays (coming up soon is November — Indian Heritage Month). These are good examples of successful "institutionalization" of Beacon activities — spreading the responsibility for diversity activities from one person to several throughout the institution.

Meanwhile, Bolanos continues to work with various College search committees to encourage the selection of more women and persons of color for leadership positions.

On a side note, Bolanos reported that the Sioux City Arts Center scheduled two different ethnic programs for upcoming presentations: a Latino Cultural Forum and a Mexican Folk Ballet group. Bolanos stated that this is the first time that a non-ethnic group such as the Arts Center has "taken the lead role" in bringing in an ethnic group to the Sioux City area.

Western's Staff Development Focuses on Communication Issues

A fall staff development program at Western Nebraska Community College targeted "Intercultural Communication."

According to Beacon Coordinator Jane Hunter, the October 16 program was conducted by Carolyn Smiley-Marquez, who is affiliated with the Center for the Study of Ethnicity and Race in America at the University of Colorado. Included in the day's program were small group sessions with

members of Western's Hispanic and Native American advisory committees.

In addition, the Sixth Annual Nebraska American Indian Days Celebration was held at Western's Scottsbluff campus early this Fall. The two-day event, which was held in September, featured a traditional Pow-Wow and arts and crafts displays.

New Resources

Information about the following resources can be obtained through the Clearinghouse for Exemplary Practices in Leadership Diversity. Call (913) 749-5283 for more information.

Franco, Robert W. and James N. Shimabukuro, eds. **Beyond the classroom: International education in America's community colleges**. Honolulu: Kapiolani Community College, 1992 (order through American Association of Community Colleges, Publication # 1346).

The result of a Beacon project, this four-volume set consists of the following monographs: Internationalizing the Curriculum with an Asian-Pacific Emphasis; Internationalizing the Campus Environment; Creating Institutional Links in Asia and the Pacific; Working with Local Business to Enhance Asian-Pacific Understanding. Cost for the set is $25; $20 to AACC members.

Managing Diversity. Jamestown, New York: Jamestown Area Labor Management Committee.

This monthly newsletter is now being offered to organizations and colleges, with price discounts offered for multiple-copy subscriptions. A sample copy included articles on "How to Make Meetings Work in a Culturally Diverse Group," "New Focus on Sexual Harassment" and a question-and-answer column. An article called "Subtleties of Cultural Differences in Test Instruments" should be required reading for those who live and die by the Myers-Briggs Type Indicator. For more information call (716) 665-3654.

The Great Plains Beacon is published quarterly by Metropolitan Community College for Beacon associate colleges and persons interested in leadership diversity. For additional copies call (402) 449-8424. For content information, call Project Director Mary-Margaret Simpson at (913) 749-5283. 10/92

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GREAT PLAINS BEACON

Published by the Clearinghouse for Exemplary Practices
in Leadership Diversity
Metropolitan Community College
Omaha, Nebraska

Participating Colleges

Austin Community College
Austin, Texas

Central Community College
Grand Island, Nebraska

Front Range Community College
Westminster, Colorado

Hennepin Technical College
Plymouth, Minnesota

Kirkwood Community College
Cedar Rapids, Iowa

Madison Area Technical College
Madison, Wisconsin

Metropolitan Community College
Omaha, Nebraska

Metropolitan Community Colleges
Kansas City, Missouri

Western Iowa Tech Community College
Sioux City, Iowa

Western Nebraska Community College
Scottsbluff, Nebraska

Vol. 2, No. 2 **Winter 1993**

Thirty-Nine Sites Participate in Diversity Teleconference

Thirty-nine college and university sites across the country downlinked a live teleconference held Friday, November 20, which officially concluded an 18-month Beacon grant awarded to Metropolitan Community College in April 1991.

The teleconference, "Achieving Leadership Diversity: Education's Challenge," was seen by 31 community colleges and eight four-year institutions and private colleges. More than 70 persons viewed the program at Metro and several sites reported comparable audiences.

Nearly 30 questions from participating sites were fielded during the 90-minute program. Inquiries focused on specific implementation and assessment techniques, suggesting that while institutions have embraced the concepts behind valuing diversity, many are still grappling with the "how."

Evaluations returned to date have rated the program content as being very good. Based on a five-point scale, with "5" being "excellent" and "1" poor, the mean evaluation for overall program quality was 4.15.

The telecast was not without technical difficulties, however. Originating from the television studios at one of Metro's main campuses

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in Omaha, the signal was transmitted to the University of Nebraska at Omaha, and from there to the University of Nebraska-Lincoln, which then "uplinked" the program on satellite. While all systems had been rehearsed and were running smoothly as late as the day before the teleconference, the morning of the program UNO and UNL both had equipment problems. Several sites across the country reported various technical problems although engineers who were involved later estimated that no more than a total of five minutes was disrupted.

Metro regrets the difficulties, particularly since the signal leaving the College was "clean." The College provided copies of the program to all downlinking institutions. These are free of technical difficulties since they were made on-site by Metro.

Institutions may still order a 1/2" VHS format copy of the program for $250, or $200 for members of the Community College Satellite Network. For more information call or write Andrea Binkley, Instructional Media Production, Metropolitan Community College, P.O. Box 3777, Omaha, NE 68103-0777; (402) 289-1214.

From the President: Metro Moves Forward

Each community college should by now be asking serious questions about how its efforts for celebrating diversity and encouraging a multicultural environment are working. I have enjoyed reading in previous issues of The Great Plains Beacon how a number of community colleges across the country are developing unique approaches in their own celebrations of diversity.

At Metro we're ready to launch our own managing diversity plan. Envisioned are three standing task forces that will deal with different aspects of the plan.

The first committee is developing basic organizational diversity goals and plans. For example, while a number of us here at Metro strongly believe in celebrating and valuing diversity, not everyone does. This steering group's efforts will be to focus on institutionalizing valuing diversity across all levels and types of employment at the College. This group also will be looking at areas of needed improvement in employment, staff development, student services and any other area where the College should be building a stronger diversity effort.

The second committee is focusing on how we can improve our employment and retention systems so that we are uniformly hiring, retaining and promoting non-traditional populations in our work force. For example, we are looking at how we can provide training for search committees so that they are sensitized to diversity issues before they move into an actual screening process. We have found that too often committee members do not possess tools to recognize and promote individuals who are culturally different and have applied for positions at the College.

The third committee will focus on College-wide staff development activities and strengthening student services to improve the College's efforts both in curriculum and support programs for our student body.

Roosevelt Thomas in Beyond Race and Gender suggests that organizations have not arrived until they have seriously moved forward with tangible, measurable plans for employment, retention and promotion of employees. Dr. Thomas also indicates the need for organization-wide efforts to bring about long-term culture change. This will be the purpose of our efforts here at Metro.

I hope each institution that is looking at diversity issues will likewise find its own way to "walk the talk" and implement measures to bring about greater valuing of diversity among our many community college campuses.

J. Richard Gilliland, President

Metropolitan Community College

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Beacon Grant Wrap-Up Includes "Post-Test"

While Metro's Beacon grant officially ended November 30, 1992, a few, final activities are still in process.

Among them is the analysis of a "post-attitude" survey conducted in late fall among the 10 participating associate colleges. This survey assessed institutional climate and attitudes towards diversity issues and will be compared with results of the same survey conducted at the beginning of the Beacon project. General trends that are evident will be discussed in the next issue of The Great Plains Beacon. The survey instrument itself is also available to any interested institution.

The Clearinghouse is completing a monograph on the project which will be available in mid-April. Articles focus on how individual associate colleges implemented diversity projects. Leading off the publication is an analysis of the consortium approach itself and how the project struggled with a consensus of what constituted "leadership diversity."

Questions about the Clearinghouse, the Beacon project, or diversity activities in general may be directed to Mary-Margaret Simpson, project director, at (913) 749-5283, or Lynn Smith, Metro Beacon coordinator, at (402) 449-8424.

Metro Tackles New Diversity Measures

As the Beacon project drew to a close, Metro President J. Richard Gilliland asked several staff to continue "Beacon work" internally and to initiate formal measures to diversify Metro's workforce.

In his article in this issue of The Great Plains Beacon (see page 2), President Gilliland outlines three task forces that will focus on implementing a "managing diversity" plan for the College. That plan will establish objectives for employment, staff development, and overall climate and cultural changes to facilitate greater diversity at the College.

One of the concerns raised at Metro is that individuals who chair or sit on screening committees may not be well-versed in screening processes and how to "weigh" quantitative qualifications, such as years of experience and academic degrees, with personal attributes, such as gender or ethnicity.

Another area under study is the management style that is reinforced at the College. One possible outcome is the development of new staff development programs to encourage empowering managers, who tend to take greater risks when hiring new staff, as opposed to "doer" managers, who tend to hire people like themselves.

A third area being examined concerns more subtle factors at the College, what Roosevelt Thomas calls the "root system" on which Metro's culture is based. According to Thomas, successful affirmative action and equal opportunity programs will only bring temporary benefits unless deep-rooted attitudes support diversity. For example, is the College, however well-intentioned, promoting a "family" model of the College which is discouraging potential "outsiders"?

These are some of the more subtle diversity issues which Metro hopes to address.

As a first step, Metro completed a "Diversity Statement" in December 1992 which will now appear in all major College publications, such as the Catalog.

Sinclair Holds Assessment Conference

Another Beacon College — Sinclair Community College in Dayton, Ohio — will hold a national conference on assessment of student academic progress May 21-22.

Featuring several workshops on assessment for various disciplines, the conference will discuss such approaches as pre- and post-testing, skill

tests, essay examinations and competency exams. The culmination of its Beacon effort, the conference will be held on the Sinclair campus.

For more information call or write: Gary Mitchner, Beacon Project Director, Sinclair Community College, 444 West Third Street, Dayton, Ohio 45402-1460; (513) 226-2594.

Asking the Hard Question: How Do We Know If It's Working?

Evaluating the impact of diversity efforts represents a challenge for institutions and organizations who struggle to develop an honest picture of staff and student attitudes toward "differences."

When it comes time to measure how far you've come and where you need to go, most researchers advocate a variety of methods, ranging from short surveys to extensive "climate" studies. Popular are surveys with Likert-type scales in which respondents select from four or five possible answers ranging from "strongly agree" to "strongly disagree." Surveys also commonly mix close-ended questions (which provide answers from which respondents must select) with a few open-ended questions (which enable respondents to write their own answers). Also used, but more difficult to control, is the focus group interview in which students or staff are asked to discuss specific topics.

One institution that has developed a comprehensive approach to assessing diversity is North Seattle Community College in Seattle, Wash. Scott Kerlin, institutional planner and researcher, has directed an ambitious effort at North Seattle which has been funded by a Department of Education Title III grant. Through the five-year grant, now in its second year, Kerlin has developed comprehensive climate surveys for students and staff that measure attitudes toward diversity as part of an overall multicultural curriculum transformation project.

When developing his assessment techniques last spring, Kerlin relied on an already existing Multicultural Advisory Committee for input and expertise. He felt the use of a broad-based committee was important since "climate surveys essentially hold a mirror up to the campus and the results can be controversial. Having a committee involved from the beginning to the end gives the survey more support and credibility."

Kerlin also felt it was important, before even beginning, to establish clear agreement on the meaning of "diversity" for the campus community. "The committee can help you wrestle with a definition of diversity for the purpose of knowing what to ask. We primarily focused on issues surrounding gender, race and ethnicity, although a different institution might ask questions involving sexual orientation. But I do believe you need a common understanding among everyone of what diversity means."

A survey for students was piloted first in "friendly, supportive" classes on multicultural topics which helped Kerlin pinpoint weak or unclear questions. A survey was also developed for staff.

Once completed, Kerlin included what he called a "core question" in each version which represented the single, most important issue he wanted to assess — whether studying (or working) at North Seattle had enabled the respondent to obtain greater understanding of people from different ethnic or cultural backgrounds. Open-ended questions asked respondents to recall "critical incidents" in which they relayed specific times on campus in which their attitudes toward diversity changed, either positively or negatively.

After tabulating and analyzing the results, Kerlin presented the data and his analysis to a group of students in a video-taped focus group interview format, asking for reactions to the results. A 20-minute edited version of the videotape was shown to 150 staff during Fall Opening.

Kerlin said that the experience of hearing students recount incidents and agree with one another on diversity issues was eye-opening for faculty and staff, much more so than reading the survey results would have been. "Participating in the focus group also benefitted the students since many of those who participated later got involved in a multicultural student research project."

Scott Kerlin will present on his diversity assessment techniques at the National Association for Institutional Research Forum to be held May 16-19 in Chicago.

At least two upcoming Jossey-Bass publications in its "New Directions" series will also focus on diversity and assessment issues.

Watch this newsletter for more information on these publications. The Clearinghouse also has access to a few sample assessment instruments. Call the Clearinghouse at (913) 749-5283 for more information.

Clearinghouse Seeks Diversity Training Manuals

Does your college produce a training manual for search committees which explains affirmative action regulations and outlines diversity issues? The Clearinghouse for Exemplary Practices in Leadership Diversity is collecting samples of the kinds of information provided to search/selection/screening committees in colleges and universities that discuss diversity issues. The Clearinghouse is interested in more formal publications than memos and copies of college policy statements: brochures, pamphlets, booklets, etc.

If you have a copy, or know of an institution that publishes such a document, please contact the Clearinghouse for Leadership Diversity, Metropolitan Community College, P.O. Box 3777, Omaha, NE 68103-0777; (913) 749-5283.

New Resources

Information about the following resources can be obtained through the Clearinghouse for Exemplary Practices in Leadership Diversity. Call (913) 749-5283 for more information.

Southeast Community College in Lincoln, Neb. is now publishing a quarterly newsletter called Dimensions in Diversity.

Written by Jose J. Soto, assistant to the Chancellor for Affirmative Action/Equity/Human Resources, the publication summarizes articles featured in other national publications dealing with diversity (Soto first obtains permission from the original publisher to reprint). A recent issue featured a 28-item self-test on institutional diversity, articles on the glass ceiling, work teams, and sexual harassment.

For more information call or write Soto at: Southeast Community College, 8800 "O" Street, Lincoln, NE 68520; (402) 437-2517.

Gould Friend, Joanie. "Diversity training for college placement centers," **Two-year graduates network news**, Vol 5, No. 1, December 1992.

Has your placement officer become part of your diversity team? Don't neglect the impact of this critical staff person who interacts on a regular basis with corporate recruiters and students. This article provides a nice introduction for your placement office staff. For a copy call the Clearinghouse at (913) 749-5283.

Pavel, D. Michael. **American Indians in higher education: The community college experience** (ERIC Digest). ERIC Clearinghouse for Junior Colleges, 8118 Math Sciences Building, 405 Hilgard Avenue, Los Angeles,CA 90024-1564.

The author discusses the role of tribal and non-tribal colleges in American Indian education and argues that both have much to offer for other sectors of higher education serving under-represented populations.

The Great Plains Beacon is published quarterly by Metropolitan Community College for Beacon associate colleges and persons interested in leadership diversity. For additional copies call (402) 449-8424. For content information, call Project Director Mary-Margaret Simpson at (913) 749-5283. 2/93

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Hennepin Technical College
Plymouth, Minnesota

Kirkwood Community College
Cedar Rapids, Iowa

Madison Area Technical College
Madison, Wisconsin

Metropolitan Community College
Omaha, Nebraska

Metropolitan Community Colleges
Kansas City, Missouri

Western Iowa Tech Community College
Sioux City, Iowa

Western Nebraska Community College
Scottsbluff, Nebraska

Vol. 2, No. 3 **Spring/Summer 1993**

Beacon Project: The End and New Directions

A collaborative project on leadership diversity that began two years ago comes to a close at the end of this month.

Originally funded as a Beacon project, the Clearinghouse for Exemplary Practices in Leadership Diversity at Metropolitan Community College in Omaha, Neb. officially concludes its activities with this newsletter. The grant supported activities at 10 community colleges in the central United States from May 1991 to November 1992. Metro funded the continuation of the project for the remaining seven months of FY 1992-93.

During the last two years, the Clearinghouse has published seven issues of The Great Plains Beacon, produced four annotated bibliographies on leadership diversity, sponsored two in-person conferences, a telephone conference, and a national teleconference, and conducted two climate surveys on leadership diversity. The Clearinghouse also fielded numerous requests for information that were received from throughout the country.

As a final dissemination effort, the Clearinghouse recently distribution a monograph on leadership diversity which features articles by faculty, staff and administrators at Metro and its nine associate colleges.

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The 36-page publication, Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership, also includes an annotated bibliography that combines resource lists issued previously through the Clearinghouse.

Metro and several of the associate colleges plan to continue or expand efforts launched through the original Beacon grant. In fact, Metro hopes to continue to serve as a resource and clearinghouse for information on leadership diversity for interested institutions. Questions, information or ideas on leadership diversity related matters may be directed to President J. Richard Gilliland, Metropolitan Community College, P.O. Box 3777, Omaha, NE 68103-0777; (402) 449-8415.

From the President: AACC Report on Minority Education Well-Timed

The AACC Commission to Improve Minority Education has just come out with a very important report that provides rather specific goals and recommendations on the subject of serving minority students. The report deals with recruitment, retention and transfer issues, all of which have been areas of growing concern among America's community colleges.

We are going to take the Commission's report very seriously at Metro and plan to incorporate goals and recommendations of the report into a diversity management plan. We are also giving some thought to asking a member of the Commission to work with us to maximize the impact of this report on the College and our many diversity efforts.

I hope by now that all of the nine institutions that we have been involved with in working on diversity issues over the past two years through Metro's Beacon grant have made permanent efforts in response to diversity questions and that we will continue to share our unique and special experiences.

At Metro we have found that the characteristic of persistence is extremely important and we intend to persist in building a really strong managing diversity plan. Much of our progress has been made simply because we have valued diversity among our employees and our student population for more than a decade. The sheer force of this long-term effort has made a major difference.

While many of our institutions have long valued the rich variety of our student populations, one can now see valuing diversity spreading to issues of faculty and staff as well. It is encouraging to note that an excellent variety of workshops, conferences, publications, teleconferences and other vehicles are now available to reinforce diversity as a mainstream issue across America's community colleges. I personally commend all of the original 10 institutions for the lighthouse work we have done together to help publicize and promote student and employee diversity within our institutions nationwide.

J. Richard Gilliland, President
Metropolitan Community College

Surveys Show Progress in Recognizing Diversity on Campus

In 1991 and 1992 the Clearinghouse for Leadership Diversity conducted two "climate studies" related to diversity at the 10 associate colleges participating in Metro's Beacon grant.

A "pre-test" assessed attitudes toward diversity in October 1991, soon after the project started. A "post-test" consisting of the same questions was administered in November 1992, at the end of the project. The purpose of the two tests was to measure attitude changes of staff toward diversity that may have occurred during the grant period.

Each Beacon associate college coordinator administered the pre-test and post-test to a representative sample of 25 staff at their own institution, endeavoring to use the same participants in both surveys.

The surveys consisted of 27 statements describing some aspect of the respondent's institution and diversity. Respondents were asked to react to the statements, selecting one of five possible answers ranging from "strongly agree" (1) to "strongly disagree" (5).

Results suggest that the Beacon project seems to have had the greatest effect on the ability to recognize diversity among staff and students and on staff development. This may be, in part, because most of the associate college projects focused on staff in-service training in diversity or multicultural celebrations.

In fact, of the 27 questions on the survey, all but two showed a positive trend during the grant period. The statements which showed the greatest positive change were as follows:

1. **My college takes pride in having students who are from many cultures.** (Pre-test mean: 2.198 Post-test mean: 1.800. Difference: .398. Eighty-four percent of the respondents on the post-test agreed or strongly agreed with this statement.)

2. **My college has made a commitment to fully address the effects of a culturally diverse student body on the way we do business.** (Pre-test mean: 2.698 Post-test mean: 2.389 Difference: .309. Sixty-three percent agreed or strongly agreed on the post-test.)

3. **Staff development at my college occurs for all employee classifications.** (Pre-test mean: 2.244 Post-test mean: 2.000 Difference: .244. Seventy-eight percent agreed or strongly agreed on the post-test.)

4. **There are employees from culturally diverse backgrounds at my college.** (Pre-test mean: 2.090 Post-test mean: 1.868 Difference: .222. Eighty-nine percent agreed or strongly agreed on the post-test.)

5. **There is a healthy climate at my college for accepting students and staff from culturally diverse backgrounds.** (Pre-test mean: 2.490 Post-test mean: 2.285 Difference: .205. Sixty-nine percent agreed or strongly agreed on the post-test.)

Another statement that showed a positive change among eight of the 10 associate colleges, although not significant overall, was the following:

Staff at my college generally act responsibly and sensitively in situations where sexual orientation differences could be an issue.

An area for further work seems to be leadership training and, especially, acceptance and reinforcement of different leadership styles. Two statements that showed a negative movement, from the pre-test to the post-test, were as follows:

1. **When filling leadership positions, my college generally seeks people who fit the established leadership mold or style at my college.** (While the mean only changed by .024, 59 percent of the respondents agreed or strongly agreed with this statement on the post-test.)

2. **My college accepts only a single leadership style.** (Twenty-four percent agreed or strongly agreed with this statement on the post-test, a change of .008.)

In addition, six of the 10 colleges moved in a negative direction on the following statements:

"When filling leadership positions, my college seeks to employ individuals representing a variety of approaches to work."

"Diversity issues and leadership issues are viewed as separate issues at my college." (By moving in a "negative direction," six of the colleges had more staff who agreed with this statement on the post-test than on the pre-test. In an environment that fosters leadership diversity, the two issues are connected and, therefore, staff would disagree with this statement.)

The studies were designed and interpreted by Metro's coordinator of Research, John Weber, and the Research department staff at Metropolitan Community College. Weber noted that while the surveys measured attitudinal change, the Beacon grant alone cannot be held solely responsible for changes in attitude among the associate colleges. "However," he noted, "neither can those changes be considered purely coincidental."

For more information on the diversity surveys, call Metro's Research office at (402) 449-8425.

Commission Report Relevant to Diversity Projects

The AACC Commission to Improve Minority Education recently issued a report titled "Making Good on Our Promises" which directly relates to leadership diversity.

While the report deals with a broad range of issues and recommendations, several items in a proposed "action agenda" deal with how persons in leadership positions at community colleges can influence diversity at their institutions. Included are specific steps that governing boards, presidents and faculty should take to recruit and retain more staff and students of color.

Some recommendations are rather general ("Actively encourage students to learn from each other across racial and cultural lines.") although several specific techniques are also included. For example, the report recommends that boards should "encourage the professional growth and leadership advancement of minority faculty, staff and administrators through such strategies as internships (internal or external) and tuition reimbursement programs."

Copies of the report are available for $13 ($10 for AACC members) from AACC Publications, P.O. Box 1737, Salisbury, MD 21802.

Hennepin Creates Full-Time Diversity Position

Hennepin Technical College's Eden Prairie Campus in Eden Prairie, Minn. has created a new full-time diversity coordinator position which will be responsible for "integrating opportunities for a culturally diverse student population."

The position, which will report to the supervisor of Student Services, will also serve as a resource to students, staff, parents, the community, and school districts in the area of race, gender and disability, and help design staff development programs related to diversity. The position requires a bachelor's degree, and preferably a master's, in counseling, social work, education, or a related field.

Hennepin has sponsored numerous diversity related activities since the conclusion of the Beacon grant in November 1992, including sessions on sexual harassment, diversity in the workplace, and multicultural events. For more information contact Sharon Grossbach, Eden Prairie Campus director, at (612) 944-2222.

Metropolitan Publishes Diversity Calendar

The Metropolitan Community Colleges in Kansas City, Mo. has published a monthly diversity calendar since January which has been distributed to staff. Included is information on multicultural and diversity-related events taking place in the Kansas City area and at MCC's three colleges.

Kansas City's major metropolitan daily newspaper, The Kansas City Star, recently featured a lengthy series that profiled different ethnic groups living in the Kansas City area. Included were interviews, profiles and demographic information using the theme, "Harmony in a World of Difference," the name of MCC's diversity training program.

MCC is planning a poverty simulation workshop and disabilities fair for the 1993-94 academic year. For more information call Maureen Kennedy, coordinator of Employee Development, at (816) 759-1150.

Metro Develops Screening Committee Training Brochure

Metropolitan Community College in Omaha, Neb. has developed a training brochure for committees at the College that are formed in order to

screen applicants for administrative and faculty positions.

The brochure outlines the philosophy behind diversity and specific measures that screening committees can take to foster diversity. It explains the difference between traditional affirmative action/equal opportunity programs and valuing diversity in hiring. The brochure also tackles such sensitive topics as how to "weigh" diversity with other qualifications and whether persons from groups traditionally in power are discriminated against when diversity is valued.

Metro is also in the final stages of developing an extensive managing diversity plan that will include actions steps in communication, curriculum, career development, training, monitoring, student recruitment, and other areas. The plan is being developed by a diversity steering committee made up of faculty, counselors, classified staff, and administrators. For more information call Mary-Margaret Simpson at (913) 749-5283.

PBS Develops Diversity Telecourse

The PBS Adult Learning Satellite Service has announced a new 24-part telecourse called "Dealing With Diversity" that covers an extensive array of ethnic and cultural issues.

Produced by Governors State University in University Park, Ill., the program offers one-hour programs on such topics as cross-cultural communication, age, gender, ability and race issues, hate groups, U.S. immigration policy and demographic trends. Two hours are devoted to sexual orientation issues. Several programs focus on a specific ethnic group's experiences in the U.S.

An example of the program's comprehensiveness is its detail in the Asian American experience. One program features a case study of Korean Americans in Chicago, focusing on the Korean American business community and its African American clientele as well as the work of Korean Methodist and African Methodist churches to alleviate racial tension.

This series also discusses Euro-American issues, focusing on Italian Americans and Jews and the ability of these cultures to merge into the Anglo culture while retaining their own traditions.

The program could be offered as a telecourse for sociology credit, or as a continuing education or in-service training program. For more information or to preview call 1-800-257-2578.

New Resources

Morrison, Ann M. **The new leaders: Guidelines on leadership diversity in America**. San Francisco: Jossey-Bass, 1992.

Ann Morrison, lead author of Breaking the Glass Ceiling, and her colleagues interviewed more than 200 managers at 16 organizations to identify successful practices for encouraging the advancement of new leaders. While the recruitment strategies are useful, probably most helpful are Morrison's insights and views on diversity as a "new" issue. She lends a reasonable tone to the debate over definitions (for example, is there really a difference between "valuing differences" and "managing diversity"?), and yet assumes a much-needed hard line when it comes to discrimination practices. Possibly the most useful text since Beyond Race and Gender by Roosevelt Thomas. Copies are $25.95. To order call (415) 433-1767.

The National Association of Independent Colleges and Universities has published a five-part series called "Minorities on Campus." Among the monographs is "Understanding Campus Climate," "Pluralism in the Professoriate" and "Independent Minority Colleges and Universities." The set of five is $25. To order call (202) 347-7520.

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